

The Dillard Bulletin

APRIL 1940



CATALOGUE NUMBER

A Record of the Academic Year 1939-1940
Announcements for the Year 1940-1941

THE DILLARD BULLETIN

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ACCREDITATION

Dillard University is accredited as a class "A" institution by the Louisiana State Board of Education and by the Southern Association of Colleges and Secondary Schools. The pre-medical, pre-dental, and pre-nursing curriculum is recognized by the American Medical Association.

F O R E W O R D

Nearly three-quarters of a century ago two institutions for the training of Negroes were established in the heart of the deep South—the Delta region. Philanthropy assumed the task of emancipating the intellects of those individuals whose bodies had been liberated. These two institutions, Straight College and New Orleans University, accumulated through their seventy years of service a great tradition, which, upon their merger, was bequeathed to Dillard University. The achievements of this new institution and the plans for continuing and extending the work of its predecessors are herein set forth.



—The doorway to opportunity
for creative self-expression

History and Development ➡ ➡

The year 1869 marked the establishment of both New Orleans University and Straight College. The Union Normal School, incorporated on July 8, 1869, under the auspices of the Freedmen's Aid Society of the Methodist Episcopal Church, became New Orleans University in 1875. Straight University, chartered on June 12, 1869, by the American Missionary Association of the Congregational Church, became Straight College in 1915. These two institutions rendered a notable service for nearly three-quarters of a century, and their long record of intellectual achievement and of character development is the academic heritage of Dillard University.

The new institution was named in honor of James Hardy Dillard, whose distinguished services to the cause of the education of Negroes in the South form a significant chapter in American education. The University is a cooperative enterprise, in which the citizens of all races in New Orleans, the American Missionary Association, the Board of Education of the Methodist Episcopal Church, the General Education Board, the Julius Rosenwald Fund, and other foundations and organizations have participated.

The first unit of the University, the Flint-Goodridge Hospital, was erected at Freret Street and Louisiana Avenue and opened on February 1, 1932. The aim of the hospital has been to continue and extend the services of the older hospital bearing the same name and operated on Canal Street by the Methodist Episcopal Church. By the end of the summer of 1935, five buildings and four faculty cottages were completed on the sixty-two acre campus on Gentilly Road; and the University was formally opened on September 24, 1935. Subsequently, three other houses including the Homemaking Residence have been erected.

On April 9, 1937, William Stuart Nelson was inaugurated as the first President of Dillard University. President Nelson succeeded Will W. Alexander, who had served effectively as acting-President during the formative period of the institution.

Dillard University has been fortunate in the affiliation with its program of the alumni groups of Straight College and New Orleans University. Graduates of these two schools, of the Flint-Goodridge Nurse Training School, and of Dillard University constitute an active alumni association that is constantly working for the University's welfare.

In order to encourage the work that the University is attempting, several philanthropies have made generous gifts during the brief period that has elapsed since the opening of the institution. In addition, the University has caught the interest of and has drawn support from scores of individuals located in all parts of the country. The General Education Board made a gift of \$10,000 in 1937 for library expansion. The book collection consists of over 20,000 volumes, including 8,000 well-selected books inherited from the libraries of Straight College and New Orleans University. The John F. Slater Fund also appropriated \$1,000 for a special collection to serve as a memorial in the library for Dr. James Hardy Dillard. The General Education Board also gave in 1937 a sum of \$7,500 for expansion of the science facilities of the institution and early in 1938 made a second gift of \$30,700 for development of the University's program in art and homemaking. Other philanthropic groups who have shared in increasing Dillard's facilities are the Julius Rosenwald Fund, the Jeanes and Slater Funds, and the Carnegie Corporation. The General Education Board made a gift of \$25,735 in 1936 for the development of the drama and music programs.

The faculty of Dillard University is distinguished for its broad training received in some of the largest universities in this country and abroad. While engaged primarily in the administration of the instructional program of the University, the faculty has at the same time contributed to many fields of knowledge through its research and publications. Its determination to grow with the program of the University in which it serves is evidenced by the fact that several of its members have always engaged in advanced study during each semester since the University completed its first year's work in June, 1936.

Dillard University has always exercised care in the selection of its students. Located in New Orleans, the University draws the larger number of its students from this urban community. However, the University has been able to attract its student personnel from distant points, from Massachusetts in the East to California in the West, as well as from all the Southern States. Foreign countries which have been represented in the student body are Nicaragua, the Republic of Honduras, and India. Each year has seen steady improvement in the quality of the student personnel, as is indicated in the scores achieved by the five Freshman classes that have taken entrance and placement examinations at the beginning of the school year.

The Place

New Orleans has been termed, with some reason, "America's Most Interesting City," and the author who described it as "Fabulous New Orleans" wrote without exaggeration. The city is situated within a bend of the Mississippi River, to which it owes its existence. Laid out by the French engineer, La Tour, in 1718, it has expanded from the original rectangular settlement built for military convenience to stretch in an "S" shape for miles along the banks of a busy river front. The proximity of the city to the Gulf of Mexico, together with Lake Pontchartrain, a large body of water along its northern borders, aids in maintaining an even, sub-tropical climate.

The romantic early history of New Orleans includes establishment by the French and a later domination by the Spanish Empire. The American influence, beginning with the Louisiana Purchase, has resulted in a genuine Latin culture in the midst of an American setting. To its earlier history, New Orleans owes an individuality both charming and unique. The people, the streets, and the architecture still bear characteristics bespeaking a variation from the typical American tradition. The delicate traceries of iron work found on the galleries of the Vieux Carré are symbolic of a civilization not yet entirely lost.

The city is one hundred miles by water to the Gulf of Mexico, but it remains one of the great deep-water ports of America, where daily ocean-going vessels may be seen loading and discharging cargoes destined for the remote corners of the world or derived from European or Asiatic cities. As the terminal point for the great inland waterway systems and the great railroads of the central United States, New Orleans retains a century old preeminence as a commercial center.

In times past this cosmopolitan center nourished a highly developed culture among the free colored people of the city. *Emigres* from Haiti and San Domingo joined with natives to produce circles where flourished notable poets, dramatists, musicians, soldiers, and artisans.

This community is altogether one to capture the imagination and to inspire the eager student. Dillard University plans its curriculum to aid that student in learning life through the varied aspects of this community.

Dillard University is located approximately two miles northeast of the main business district of New Orleans on a campus of sixty-two acres.

The plant consists of five buildings, six residences for officers and members of the faculty, a Homemaking Residence, and a field house for the work in horticulture, constructed according to a carefully developed plan which will permit the future expansion of facilities both for instructional purposes and for student and faculty living. The architectural design is in the Georgian or modified classical tradition. The white buildings are surrounded by appropriate shrubbery and harmoniously grouped upon a spacious, green campus.

In the Library and Academic Building, the center of academic life, are housed the science laboratories, the administrative offices, an assembly room, class rooms, an art studio, and the library. The library is open to students and to members of the community on week days from seven-fifty in the morning to nine-thirty o'clock at night.

Accommodations for out-of-town students are provided in two dormitories equipped with the customary conveniences of the well-appointed home. Dormitory residents are required to furnish their own blankets, spreads, bed-linens, and towels. The residence halls, identical in design, face each other across an extensive center court. Women students from out of the city are required to reside in the dormitories, unless their residence in the city is with a near relative. Students living in the dormitories are required to take their meals in the refectory unless excused by an official of the University.

Located on the main axis framed by an avenue of oaks is the Social and Refectory Building, center of the University's social life, containing art and music studios, the little theatre, dining rooms, and recreation rooms. The terrace fronting this building forms the stage for the exercises held out of doors.

Beyond this building is the athletic field, providing ample space for football, baseball, track, and the other sports included in the physical education program. The Homemaking Residence is located south of Seymour Straight Hall, the women's dormitory. The power plant is north of this dormitory. At the extreme north end of the campus are located the field house and the hothouses used in the work in horticulture.

The Objectives



1. The University proposes to assist its student in acquiring a body of knowledge regarding the broad fields of human intelligence together with an understanding of the significance of this knowledge to the management of human affairs.

The Dillard student will, then, acquire a knowledge of the great contributions of man to the arts and the sciences; a knowledge of the historical development of human culture; an understanding of the manner in which economic and industrial forms have affected the historical and political processes; an understanding of the nature of modern economic and industrial organization; an understanding of the major forms of social organization and the characteristics of social inter-relationships.

2. The University proposes to assist its students in achieving the ability to think clearly, objectively, and independently.

The Dillard student will develop, accordingly, the habit of quick and concentrated attention; the ability to use the main instruments of thought; the power of logical thinking; and the habit of continuous scholarly growth.

3. The University proposes to assist its students in achieving the ability to comprehend readily and completely, and to communicate correctly and fluently ideas in the English language.

The Dillard student will be able to read with understanding; to write correctly and convincingly; to converse or to speak publicly on topics of general or special interest.

4. The University proposes to assist its students in achieving the ability to appreciate, interpret, and create the beautiful.

The Dillard student will develop an abiding appreciation for the art forms in literature, music, drama, painting, and sculpture; an ability to participate in one of the fundamental art forms with satisfaction to himself and to the observer; and an ability and desire for encouraging this appreciation in others.

5. The University proposes to assist its students in achieving the ability to maintain mutually satisfying and creative relationships with other individuals and with social groups.

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5. The University proposes to assist its students in achieving the ability to maintain mutually satisfying and creative relationships with other individuals and with social groups.

The Dillard student will sustain satisfactory relations with his fellow students, with members of his family, with fellow members of his church, club, or fraternity; will exhibit refined and gentle manners; will make a pleasing appearance in dress, general neatness, and personal approach; will be socially resourceful; will participate in the wholesome upbuilding of his community; will understand that distinctions of class and conditions are accidents of the social structure; will identify himself in thought and action with the fortunes of oppressed peoples of whatever race; will carry about "an habitual frame of mind which prompts him, as far as he has the means to do it, to instruct all the ignorance, to relieve all the privations, to minister to all the pains, and to supply all the deficiencies of those with whom he meets in the daily walks of life."

6. The University proposes to assist its students in acquiring an understanding of the laws of health and a consciousness of the importance of health in the community, and in developing healthy minds and bodies.

The Dillard student will, therefore, maintain healthful and elevating surroundings as measured by personal habits, appearance of dormitory room or home, and by the contribution made to community hygiene. He will have a knowledge of the normal requirements of his body; an understanding of the simpler and more common bodily disturbances; he will have some understanding of social hygiene; he will be cognizant of the principles of infection and resistance and will have an understanding of and deep appreciation for the practice of immunization; he will realize that the practice of medicine is founded upon and grounded in scientific facts and not in mystery and superstition.

7. The University proposes to assist its students in becoming aware of vocational opportunities and the requirements for effective participation in some chosen occupation.

The Dillard student will have, accordingly, a knowledge of the wide variety of occupations available to men and women in the modern world; a knowledge of his capacities and limitations sufficient to furnish a reliable guide to entering some chosen life occupation; and a sufficient mastery of one special field of concentration

to the degree that he is prepared to undertake advanced training and, in some instances, enter immediately into employment in such a field.

8. The University proposes to assist its students in meeting, with understanding and decision, the group of acute problems which they currently face by virtue of their racial identity, and in developing a perspective of race relations in America and in the world.

The Dillard student will neither permit himself to be overwhelmed by these special problems nor seek to escape or to ignore them. He will cultivate the method of analysis of all situations involving racial contact. He will understand the history of minorities and the condition of minorities throughout the world today. He will relate the status of minority groups to broad social and economic forces at work in the world. He will, then, be one who adopts a comprehensive social philosophy to guide him in meeting crucial situations as part of his general pattern of action.

9. The University proposes to assist its students in acquiring a world view including a theory with respect to the nature of the universe and a philosophy of life.

The Dillard student will not be content with partial knowledge but will seek perspective—the whole view; he will not exhaust himself in the analytical processes but will attempt a synthesis of the knowledge which he gains from many sources. He will continuously have questionings about the nature of the universe and the highest order of living and he will constantly try to find answers to these questions. He will seek always to become increasingly at home in his world.

10. Dillard University proposes to encourage in its students an attitude born of religion.

The Dillard student will not only seek to discover the light but to follow it. He will know that a life without loyalties is a barren life and that a supreme loyalty possesses a richness, a beauty, and a power to be found in no other source. He will intelligently seek God and having found Him will do his utmost to order his life in accordance with the divine imperatives.

An applicant who wishes to transfer from an institution of collegiate rank must satisfy the entrance requirements of the University, and must present evidence of honorable dismissal from the institution last attended. The University reserves the right to evaluate transcripts for such applicants in accordance with its own course of study and requirements for graduation.

Under no conditions should a prospective student present himself for registration at the University unless he has received definite and written acceptance of his application.

Each student upon entrance is given a medical examination by the University Physician. Corrective measures are then recommended for students who need them, and the department of physical education makes immediate arrangement for the necessary group or individual corrective exercises. A tuberculin test will be required of all students of the University. If the test reveals the necessity for it, an X-ray will be required. The University Physician is available during stipulated hours for consultation with students and is subject to call at all times. Students who desire the services of another physician may avail themselves of this service. In this case, however, fees for medical attention are the responsibility of the student.

SCHOLARSHIPS, PRIZES, AND STUDENT AID. Each year the University offers a number of full tuition scholarships to ranking high-school graduates entering Dillard as Freshmen. Grants to students entering with advanced standing or to upper classmen already enrolled in the University will be made principally upon the basis of past scholastic records.

The Beta Upsilon Chapter of the Alpha Kappa Alpha Sorority awards a half tuition scholarship in music amounting to \$18 to a student of outstanding promise in music.

The Beta Phi Chapter of the Alpha Phi Alpha Fraternity awards \$10 to the young man of the Freshman class who has maintained the highest scholastic average for the year.

The New Orleans Community Chorus gives each year a music scholarship of \$36 to that student specializing in music who shows marked versatility and at the same time maintains a high scholastic average.

The music department gives a scholarship of \$36 to cover music tuition for a year to that student who is specializing in music, and who, because

of special advancement, is considered as capable of doing an outstanding piece of work.

The People's Insurance Company of New Orleans, Louisiana, has made available the sum of \$50 to be awarded to a student engaged in the study of economics and special problems related to insurance. This fund will be available during the 1940-1941 school session.

The F. H. Collins Scholarship of St. John the Fourth Baptist Church, New Orleans, Louisiana, is a grant of \$75 to be awarded to a deserving student active in church work during the 1940-1941 session.

The Alpha Beta Omega Chapter of the Alpha Kappa Alpha Sorority offers each year a scholarship of \$75 to the young woman of the Sophomore, Junior, or Senior class who ranks highest in college citizenship, service, and scholarship.

The Seymour Straight Prize of \$12.50 for the ranking student in the graduating class is awarded annually by the Beard Men's League of the Central Congregational Church.

The friends of the late Henry Tyler have established at Dillard University a prize of \$25 for the ranking student of the Lower Division engaged in the study of the natural sciences.

The Alpha Eta Sigma Chapter of the Delta Sigma Theta Sorority awards \$25 to the young woman of the Freshman class holding the highest scholastic record for the year. An additional prize of \$25 is awarded by this sorority to one of its own members who has achieved general excellence as expressed in character, high scholarship, participation in activities, and loyalty to the life and the spirit of the University.

The Alpha Kappa Gamma Chapter of the Zeta Phi Beta Sorority awards a prize of \$5 to the young woman on the Dillard campus who has made an outstanding contribution in the field of anthropology and to the Social Studies Club.

The Thornhill Award, in memory of Dr. E. Charles Thornhill (Straight College Preparatory, class of 1902), is given annually to the ranking student in the department of religion and philosophy by the Young People's Department of the Louisiana Congregational Conference.

Dr. James Hardy Dillard has made provision for three prizes to be awarded to the students who do the best writing in the Freshman and Sophomore classes. These prizes awarded annually are described below:

1. The Robert E. Jones Prize, an award to the young man or woman of the Sophomore class adjudged to write the most correct English.
2. The Benjamin G. Brawley Prize, an award to the young man of the Freshman class who writes the best English.
3. The Channing H. Tobias Prize, available to the young woman of the Freshman class manifesting superior ability in writing correct English.

The Fine Arts Club of New Orleans is the donor of a prize of \$10 for the ranking student in the field of art.

Miss G. A. Gollock of London, England, has established a prize to be awarded to the two students in the University who write the most comprehensive reports on the various musical programs presented during the school year. The first prize amounts to \$15; the second prize is \$10.

Contributions toward the general University scholarship fund have been received from alumni clubs and individuals in many parts of the country. The following alumni groups have made contributions during 1939-1940: Alexandria, Louisiana; Bastrop, Louisiana; Chicago, Illinois; Monroe, Louisiana; New Orleans, Louisiana; New York, New York; and Washington, D. C.

During the year of 1939-1940 the University enjoyed the aid extended by the Federal Government through the National Youth Administration. From this source and from University funds, the University provides opportunities for employment for a small number of students. It also seeks to aid students in obtaining part-time employment in the city of New Orleans through which some portion of living and tuition expenses may be earned.

The University reserves the right to restrict the type and amount of employment in which its students engage. The prospective student should remember that college study is a full time occupation and that opportunities for self-aid are necessarily limited. *In no instance should a student present himself for registration until definite provisions have been made for the payment of all necessary fees and living expenses incident to enrollment in the college.*

EXPENSES. The total yearly fee and expense of educating each student may be reckoned as follows:

During each year the University spends for the instruction of	
each student	\$325

University funds derived from pledges and gifts amount to a credit, for each student, of	255
Leaving a balance, the amount to be paid by each student, of	70

FEES

Annual tuition	70
Annual cost for room, board, and laundry	190
Total cost to dormitory students	260

Although all fees are payable in advance, arrangements may be made at the business office for payments suited to individual needs.

The tuition for work in applied music is:

For one one-hour or two half-hour lessons each week in piano, voice, or violin, with required supplementary work \$18 a semester

For one half-hour lesson each week in an instrument of band or orchestra \$ 9 a semester

For two half-hour lessons each week in piano-voice, violin-voice, or some similar combination.....\$18 a semester

In addition, students in biology, chemistry, and physics and directed observation and student-teaching are charged laboratory fees as follows:

	For Each Semester
Biology 1, 2	\$ 4.00
Comparative Anatomy	7.50
Histology	5.00
Histological Techniques	5.00
Embryology	5.00
Parasitology	5.00
All chemistry courses	4.00
Physics 1, 2	4.00
Directed Observation and Student-Teaching	10.00

Additional fees are charged to cover the following:

For late registration	2.00
For absence on days following holidays	1.00
For the first special examination	1.00
For each additional special examination50

A fee of two dollars must be paid by each Freshman to help defray the expenses connected with his participation in the Freshman Week program. All Freshman students are required to participate in the Freshman Week activities to be held at Waveland on the Gulf Coast, Wednesday, September 11, through Friday, September 13.

The University provides living accommodations, including laundry service, for a limited number of students in two well-appointed dormitories. Meals are provided for students in the college refectory. The total cost of boarding in the dormitory amounts to twenty dollars a month of four weeks. *If advances in the price of food should compel increases in the cost of board, the University reserves the right to make such increases at any time during the school year.* The monthly board bill is payable in advance on or before the following dates: September 12, October 10, November 7, December 5, January 2, January 30, February 27, March 27, April 24 (six weeks, thirty dollars).

Requirements for Graduation

Students intending to graduate from Dillard University are expected to complete a course of study extending over a period of four years. Credit is based on the number of courses taken each year, rather than on the number of hours. A year program will consist normally of five courses continuing throughout the year, having the equivalent of thirty semester hours of credit. In the course of four years a student will normally enroll for seventeen to nineteen year courses so distributed as to satisfy certain general requirements during the Freshman and Sophomore years and to complete a program of study during the Junior and Senior years worked out with reference to his particular interest.

Prior to concentration the student must demonstrate a degree of proficiency in, or knowledge of, English, art, music, literature, a foreign language, mathematics, the sciences, history, and political, economic, and social institutions. A student who has not had two years of a modern foreign language in high school makes up this deficiency by taking a year's work in either French or German in college.

The University attempts by means of specific courses to assist a student enrolled in the Lower Divisions to acquire a liberalizing background deemed necessary for later specialization. These courses are:

English 1-2, *Oral and Written Expression*, and English 3-4, *Survey of World Literature*.

Fine Arts 3-4, *Artistic Expression through the Ages*.

History 1-2, *Europe since 1300*, and History 3-4, *History of the United States*.

Science 1-2, *The Scientific Aspect of Knowledge*, and one laboratory science.

During the two years of the Lower Division students participate in courses in homemaking and physical education.

In addition to these specific course requirements, the student elects such courses open to members of the Lower Division as may be necessary to remove deficiencies and furnish prerequisites for concentration in the Upper Division. The quantitative requirement in the Lower Division is nine to ten year courses.

In the Upper Division, with all entrance and Lower Division requirements satisfied, the student will enter intensively into his field of concen-

tration. Each student's program will be arranged as an individual adjustment. If the concentration is divisional, the student is expected to complete a minimum of six year courses in the division. If the concentration is departmental, the student is expected to complete at least four year courses in the department of immediate specialization. The distribution in other courses, outside the field of concentration in the Upper Division, will be subject to the decision of the student's faculty adviser.

Progress through the four classes of Dillard University, and from the Lower to the Upper Division, is measured not entirely by "credits" or "grades," but by evidence of successive advancement in achieving the objectives of the institution. This evidence is thought to be best supplied by results of comprehensive examinations administered to persons who are candidates for admission to the Upper Division, and to persons who are candidates for the baccalaureate degree. Course credits and grades are considered an indication of a student's acquaintance with the materials of specific courses and are recorded for purposes of measuring a student's progress, guidance, and transfer to other institutions requiring them. The comprehensive examination is designed to test the student's command of knowledge and general culture.

Measurement of Progress. Instructors will use various devices, including recitations, tests, quizzes, essays, term papers, and term examinations, both to aid them in teaching, and to indicate progress to students. At the end of each semester, progress will be recorded according to the group in which the student falls within the class.

Group 1: This group will indicate exceptional progress, and will usually include seven per cent of the entire class.

Group 2: This group will indicate superior progress, and will usually include twenty-four per cent of the entire class.

Group 3: This group will indicate average progress, and will usually include thirty-eight per cent of the entire class.

Group 4: This group indicates barely acceptable progress, and will usually include twenty-four per cent of the entire class.

Group 5: This group indicates unsatisfactory progress, and will usually include seven per cent of the entire class.

The Comprehensive Examinations. At the end of the second year of the Lower Division, students are examined over the general field of their studies, with a view to determining their realization of the objectives of study in the three curricular divisions of the University: Literature and the Fine Arts, the Sciences, and the Social Studies. This examination includes general questions covering the materials with which the student is expected to become familiar during the first two years. Students who have made satisfactory progress will be invited by the faculty to enroll in the Junior year and thereby enter the Upper Division, which represents study for another two years. At the beginning of the first semester of the fourth or Senior year, students shall file applications for candidacy for the baccalaureate degree. A comprehensive examination will be administered to these applicants to cover the division of concentration and the field of immediate specialization. On the basis of the results of this examination, the examining committee will recommend persons to the faculty for graduation.

Regulations Concerning Unsatisfactory Progress: Students falling in Group 5 are said to have failed. If, in the opinion of the instructor, the failure is such that it may be removed by another examination over the entire course, the grade shall be reported as *5e*. If, in the opinion of the instructor, lack of progress may be corrected only by repeating the course, the grade shall be reported as *5r*.

Examinations to remove failures marked *5e* may be given only at stated periods, to be announced, and may be administered only after a period of six weeks has elapsed since the first date when the failure was incurred.

Students taking an examination to improve a grade *5e* may receive a final grade no higher than 4.

Incomplete work is to be reported *Inc*. This indication is to be given at the discretion of the instructor and its removal required during the first six weeks of the next semester of residence. Any grade of *Inc*. not so removed is recorded as *5r*.

If any student accumulates, during the two years of the Lower Division, failures in three year courses or their equivalent in semester hours, his lack of progress shall be deemed sufficient to sever his connection with the University, without permission to take the comprehensive examination.

A Freshman student who is reported as failed in two half-year courses at the end of the first semester is placed on probation for the following semester. A Freshman student with failures in two year courses, or their equivalent, at the end of the second semester is asked to withdraw from the University.

Any student in the Upper Division who receives a grade of 5 or two grades of 4 in any one semester shall be placed upon probation during the following semester of his residence. Any student in the Upper Division who receives two grades of 5 or four grades of 4 in consecutive semesters will be asked to withdraw. Grades earned during a single semester will be considered insufficient evidence to require withdrawal.

Readmission will be denied students dropped for accumulated failures marked 5r. Students withdrawing owing to failures marked 5e are allowed to re-enter when the failures have been removed through examination at Dillard.

For the entire course an average of *three* must be maintained.

The college reserves the right to exclude at any time students whose conduct or academic standing it regards as undesirable.

Degree Offered. Dillard University offers only the degree of Bachelor of Arts, with concentration in Literature and the Fine Arts, in the Sciences, or in the Social Studies.

Graduation with Honors. The degree of Bachelor of Arts with distinction is awarded in three grades:

Cum Laude, to be awarded to a candidate having maintained an average of *two*, twenty-five per cent of the grades to be of group one;

Magna Cum Laude, to be awarded to a candidate having maintained an average of 1.60, fifty per cent of the grades to be of group one, and no grade below *three* in course or in comprehensive examination.

Summa Cum Laude, to be awarded to a candidate having maintained an average of 1.25, seventy-five per cent of the grades to be in group one, and no grade below *two* in course or in comprehensive examination.

The Dillard Plan

The Dillard plan, in the achievement of its aims and objectives, makes use of a program of activities and formal courses of study in furthering the growth and development of its student body.

Activities Program. The activities program stems from the regular academic divisions into which the curriculum has been divided; hence, this part of the Dillard plan is but an extension of the regular academic work of the University. These activities and the academic areas in which they fall are the following:

- I. The Dillard University drama program and the Dillard Players.
- II. The Dillard University music program and the University chorus and orchestra.
- III. The field of anthropology and the Social Studies Club.
- IV. The field of English and speech and the Dillard forensic team.
- V. The field of physical education and the various athletic teams.
- VI. The Dillard University program of art, music, drama, and home-making and the Homemaking Week and the Arts Festival programs.

Majors in the field of drama and music are required to participate in drama productions and in the University orchestra and chorus respectively. Participation in other activities, such as forensic and social studies, is not required of the student. An effort is made to encourage every student enrolled in the University to participate in at least one of these activities.

The Formal Curriculum. The Dillard University curriculum is organized into three groups. This administrative organization facilitates distribution of requirements in the Lower Division and makes possible concentration in the Upper Division. These groups are:

- I. The Division of Literature and the Fine Arts, including:
Drama — English Literature — French Literature — German Literature—Fine Arts—Music.
- II. The Division of the Sciences, including:
Biology—Chemistry—Horticulture—Mathematics—Physics—Science Survey.
- III. The Division of the Social Studies, including:
Child Development and Nursery School Education—Economics—Education and Psychology—History and Government—Religion and Philosophy—Social Anthropology.

In addition to these Divisions, non-divisional courses are offered in homemaking and physical education, and in tool subjects basic to English, French, and German literature.

General education is the primary aim of the first two years or Lower Division at Dillard University. Certain fundamental courses, designed to impart a fund of general knowledge deemed necessary to the culture of the individual, will be provided for all students.

A student in the Lower Division is expected to spend two-thirds of his time acquainting himself with the fundamentals of knowledge as administered in these three Divisions. Tool subjects, which have not been acquired in the secondary school but which are necessary for the successful pursuit of knowledge in his field of concentration, are to be included in the student's program in the Lower Division. Successful completion of the Lower Division, including satisfactory achievement in such general and special examinations as the faculty may set, entitles a student to admission to the Upper Division.

In the Upper Division the student begins to concentrate in the field in which his special interest lies. Such concentration may be departmental or divisional, depending upon the needs of the individual. Although the student is responsible for the completion of proper sequences and minimum quantitative requirements, his adviser and members of the administrative staff will assist him in working out his program. At the end of the Senior year a comprehensive examination, testing the student's coordination of knowledge in his field of concentration and in related fields, will be administered. Candidacy for graduation will be determined in part on the basis of the results of this examination.

Courses numbered 1-19 are primarily for students in the Lower Division. Those numbered 20 and above are open to students in the Upper Division. A student in the Lower Division must secure permission of the instructor to enter an Upper Division course.

PRE-MEDICAL, PRE-DENTAL, AND PRE-NURSING CURRICULUM

The American Medical Association recognizes and accepts the pre-medical, pre-dental, and pre-nursing curriculum of the Division of the Sciences. The Division, however, offers courses above the minimum required by the Association; these courses serve to meet additional prerequisites of the various medical colleges.

SURVEY COURSES REQUIRED OF STUDENTS IN THE LOWER DIVISION

NON-DIVISIONAL

English 1, 2. *Oral and Written Expression*. This is a year course meeting four hours a week. Required of Freshman students.

LITERATURE AND THE FINE ARTS

English 3, 4. *World Literature*. A survey of types of literature, with rapid reading of representative masterpieces of each age and country. This is a year course meeting three hours a week. Required of Sophomore students.

Fine Arts 3, 4. *Artistic Expression through the Ages*. The achievement of man in building, in music, in painting, and in sculpture by periods and groups within the history of civilization. The particular contribution made by Negroes in these fields will be emphasized. Practical participation in some form of craft work will be a part of the course. This is a year course meeting three hours a week. Required of Sophomore students.

THE SCIENCES

*Science 1, 2. *The Scientific Aspect of Knowledge*. A study of the development of the scientific method and its use in finding knowledge and shaping our world of today. There will be presented the significant accomplishments of man in controlling his world through physics, chemistry, astronomy, biology, and medicine. This is a year course meeting four times a week. It is required of all Freshman students.

THE SOCIAL STUDIES

History 1, 2. *Europe since 1300*. The political, economic, social, and intellectual history of Europe. This is a year course meeting four hours a week. It is required of all Freshmen students.

History 3, 4. *History of the United States*. The political, economic, social, and intellectual development of the United States. Special attention is devoted to the Negro in this development. This is a year course meeting three hours a week. It is required of all Sophomore students.

*An additional course selected from the Division of the Sciences is required to be taken during the Lower Division. This course may be elected from the departments of biology or chemistry.

REQUIRED PARTICIPATION COURSES

Homemaking 1, 2. *Fundamentals in Homemaking.* This is an orientation course, involving principles and problems of meal planning, preparing and serving; clothing selection and care; planning and managing the home in relation to needs of the individual family. Activities will vary for men and women students. This course meets two hours a week throughout the year. It is required of all Freshmen students.

Homemaking 3. *Consumer Education.* Problems involving the consumer-producer relationship, and purchasing of clothing, foods, household furniture and furnishings. This course meets two hours a week for the first semester. Required of all Sophomore students.

Homemaking 4. *Family Relationships.* The aim of this course is to give the student necessary information concerning marriage; factors that make for adjustment or maladjustment in marriage; parents' joint responsibility in making and maintaining a home. This course meets two hours a week during the second semester. Required of all Sophomore students. Laboratory experience as a resident of the Homemaking Residence will be required of all Sophomore women.

Physical Education 1, 2. *Activity.* The program of this course includes elementary gymnastics, tumbling and stunts, and the fundamentals of team and recreational sports and games. The class meets two hours a week throughout the year. It is required of all Freshman students.

Physical Education 3, 4. *Activity.* The program of this course includes advanced gymnastics, tumbling and stunts, and the theory and practice of team and recreational sports and games. The class meets two hours a week during each semester. It is required of all Sophomore students.

NON-DIVISIONAL COURSES

French 1, 2. *Elementary French.* This course consists of a careful study of the spoken and written elements of the language. It affords an opportunity for the understanding of simple French, oral and written, the recognition of certain grammatical principles, and aims to develop the student's reading ability. The course meets four times a week throughout the year and is not open to students presenting two units of high-school French for entrance.

German 1, 2. *Elementary German.* This course affords an opportunity for the understanding of simple German, oral and written, and recog-

dition of certain grammatical principles, and aims to develop the student's reading ability. This is a year course meeting four hours a week. It is intended for students who have had no previous knowledge of the language.

Spanish 1, 2. *Elementary Spanish*. This course consists of a careful study of the spoken and written elements of the language. It affords an opportunity for the understanding of simple Spanish, oral and written, the recognition of certain grammatical principles, and aims to develop the student's reading ability. The course meets four times a week throughout the year.

Library Science 20, 21. *Bibliography and Research Methods*. Lecture and recitation during the first half of the year; application of bibliographical approach and research techniques during the second half of the year to be effected through individual or group instruction, private conferences, and repeated experiments in elementary bibliography and research.

This course is designed to equip bibliographically the Upper Division student who has designated his field of major study and is currently concentrating in that field. It is planned to balance the course with adequate theory and practice so that the undergraduate, the prospective graduate student, or the future teacher may benefit equally from the course. This is a year course meeting three hours a week.

Mathematics 1, 2. *General Mathematics*. A functional course including such topics as introductory and intermediate algebra, denominate numbers, graphical methods, logarithms, simpler aspects of trigonometry and geometry. Problems are drawn from many fields. Lectures and problem sessions. Students who will enroll in this course will be designated on the day of registration. This course meets four hours a week through the year.

Physical Education 20, 21. *Corrective Exercises*. The program of this course includes corrective exercises for those whose medical and physical examinations show physical defects that can be corrected in part or wholly through remedial measures of this kind. The work approximates three hours a week, and is scheduled by arrangement with the instructor.

THE DIVISION OF LITERATURE AND THE FINE ARTS

The Division of Literature and the Fine Arts includes drama, English, fine arts, French, German, and music. During the Lower Division the student will have completed the general survey courses in fine arts and in world literature, with the possible addition of an elective in the Division. At the beginning of the third year of study, with successful completion of the comprehensive examination, the student, in conference with his adviser, will plan a course of study for his last two years which must meet the requirements of sensible balance and sufficient concentration within a particular department.

A divisional reading course is required in order to meet the general prerequisites represented by the final comprehensive examination, and to assure final coordination of materials studied within the Division. This course is under direction of an instructor from the department in which the student is concentrating, assisted by two other instructors in the Division.

DRAMA

20, 21. *Survey of the Drama.*

A course in the rise and development of the drama from the Greek beginnings to the present. This is a year course meeting three hours a week.

22, 23. *Play Writing.*

Familiar life stories with an emphasis on the Negro will be stressed. This is a year course meeting three hours a week. (Offered 1941-1942.)

24, 25. *Play Production.*

A course dealing with the theory and practice of stage production. It will present the fundamentals of technique required of various workers in the theatre. This is a year course meeting three hours a week. (Offered in 1940-1941.)

26, 27. *Play Direction.*

The elementary principles of directing amateur productions are given stress. This is a year course meeting three hours a week. (Offered in 1941-1942.)

30, 31. *Modern Drama.*

A study of modern dramatic literature, its varieties, aims, technique, and problems, beginning with the plays of Ibsen and considering the outstand-

ing contributions of Scandinavia, Germany, France, Russia, Spain, Ireland, England, America, and other countries. This is a year course meeting three hours a week. (Offered in 1940-1941.)

ENGLISH

3, 4. *World Literature.*

A survey of types of literature, with rapid reading of representative masterpieces of each age and country. This is a year course meeting three hours a week.

20, 21. *Medieval English Literature.*

A study of the principal literary forms employed during the Middle Ages, with emphasis on Chaucer in the second semester. This is a year course meeting three hours a week. (Offered in 1940-1941.)

22, 23. *The Literature of the Restoration and Eighteenth Century.*

A study of the major authors of the period from Dryden to Johnson. Emphasis is placed on the currents of thought and the history of ideas during the period. This is a year course meeting three hours a week. (Offered in 1941-1942.)

24, 25. *English Poetry of the Nineteenth Century.*

Rapid reading in the works of Wordsworth, Coleridge, Scott, Byron, Shelley, and Keats, considered against the background of the thought and taste of their age followed in the second semester by more intensive study of Tennyson and Browning, with some consideration of the lesser Victorians and the Pre-Raphaelite group. This is a year course meeting three hours a week.

26, 27. *Nineteenth Century Prose.*

Selected readings in the early informal essayists, followed by more extensive study of Carlyle and Arnold in the light of Victorian thought, with some consideration of the prose writers of the end of the century. The novel will be omitted. This is a year course meeting three hours a week. (Offered in 1940-1941.)

28. *The Age of Milton.*

A study of representative works of Milton against the background of his age. This is a half-year course meeting three hours a week during the second semester. (Offered in 1940-1941.)

29. *Shakespeare.*

A reading and discussion in the light of critical theories of selected plays. Consideration of the problems of sources and chronology. Study of Shakespeare's development as a dramatist. This is a half-year course meeting three hours a week during the second semester. (Offered in 1940-1941.)

30. *American Literature.*

An examination of the most significant forces that have shaped American thought and letters, with a study of representative works. This is a half-year course meeting three hours a week during the first semester. (Offered in 1941-1942.)

31. *The Age of Spenser.*

A rapid survey of literary trends in the Elizabethan period and a detailed study of Spenser. This is a half-year course meeting three hours a week during the first semester. (Offered in 1941-1942.)

32, 33. *Literary Conventions and Contemporary Trends.*

A study of literary conventions, especially those of England and America, to the close of the nineteenth century, followed in the second semester by an examination of contemporary trends. This is a year course meeting three hours a week.

FINE ART.

1, 2. *Drawing, Design.*

A course in art methods and techniques planned to enable the student taking biology, physics, anthropology, history, and chemistry to work more artistically. Lettering, mechanical drawing with simple instruments, freehand drawing, and map drawing in line and color will be studied. This is a year course consisting of one lecture and four hours of laboratory work each week.

3, 4. *Artistic Expression through the Ages.*

The achievement of man in building, in music, in painting, and in sculpture by periods and groups within the history of civilization. The particular contribution made by Negroes in these fields will be emphasized. Practical participation in some form of craft work will be a part of the course. This is a year course meeting three hours a week. Required of Sophomore students.

20, 21. *Painting and Composition.*

The practice of handling oil, water color, and tempera, and the technique of etching and aquatinting will be included in the study of organized composition. A year course designed for the advanced student. Prerequisite: Fine Arts 1, 2. This course meets twice weekly for three-hour periods.

22, 23. *Elementary Sculpture and Modeling.*

Individual instruction in plastic reproduction from the model and from imagination. Pottery and work in bas-relief will supplement the heavier pieces in the round; wood and clay will be used to familiarize the student with knowledge of anatomy and design. A year course meeting three hours a week.

24. *African Art.*

An appreciation course dealing with the sculpture and crafts of Africa. An historical as well as a tribal development will be taken. Opportunity for the execution of simple African projects will be given. A half-year course meeting three hours a week during the second semester.

26. *American Art.*

This course consists of a study of the developments that have taken place in American art. Attention will be given to the craft developments that have occurred in America. Opportunity will also be given to the student to gain a knowledge of the contributions that Negro artists have made in the field of art. This is a half-year course meeting three hours a week.

MODERN FOREIGN LANGUAGE AND LITERATURE

20, 21. *Second Year French.*

This course is intended for students who have completed the work of first year French, or who have had two years of French in high school. The work of the course consists of a thorough review of French grammar and syntax, oral and written composition, and the reading of representative modern plays, short stories, and novels. This is a year course meeting three hours a week.

22, 23. *Introduction to Classical Literature.*

This course consists of the reading and explanation of the great French classics, particularly the works of Montaigne, Corneille, Moliere, Racine, Voltaire, and Rousseau. Reading is accompanied by lectures and discus-

sions of the social, intellectual, historical, and artistic background of French culture. This is a year course meeting three hours a week.

24, 25. *Introduction to Romanticism.*

This course consists of a study of the representative works of Andre Chenier, Chateaubriand, Lamartine, Vigny, Musset, and Hugo. This is a year course meeting three hours a week. (Offered in 1940-1941.)

26, 27. *French Literature from 1850 to 1920.*

A study of the realistic, symbolistic, and modern trends in French literature during the last half of the nineteenth century and the beginning of the present century. This is a year course meeting three hours a week.

20, 21. *Intermediate German.*

A thorough review of German grammar and syntax and the reading of representative nineteenth century works by Storm, Schiller, Stern, and others. This is a year course meeting three hours a week.

MUSIC

1. *Elementary Essentials of Music.*

A course designed to meet the needs of the layman through a study of fundamentals and their application. The course includes a brief survey of music forms and the development of active listening. This is a half-year course meeting three hours a week during the first semester.

2, 3. *Elementary Harmony.*

A brief study of rudiments; the connection of triads; seventh and ninth chords and their inversions; melody and bass harmonizations. Practical application of the foregoing through the study and analysis of smaller forms. This is a year course meeting three hours a week.

20, 21. *Advanced Harmony.*

Chromatic harmony and modulation as used by composers up to the late nineteenth century; a study of dominant and diminished seventh embellishments through the chromatic progression of seventh chords, and through modulation. Practical application of these through the study of simple composition, form, and analysis is emphasized. This is a year course meeting three times a week.

22, 23. *Music History and Appreciation.*

A survey of the historical facts relating to music from its earliest beginning, with particular emphasis upon the period from the Renaissance to the present; intelligent listening to music is emphasized. Material for use in the study of appreciation will be drawn from the Carnegie music set. This is a year course meeting three hours a week.

24, 25. *Public School Music, Materials and Methods.*

This course is designed to meet the needs of teachers in elementary schools. Methods of teaching music in the rote and note period are studied. The care and development of the child voice, the changing voice of the boy, notation and terminology are given careful attention. During the second semester special emphasis is placed upon sight singing and ear training. This is a year course meeting three hours a week.

26, 27. *Principles of Musicianship for Grade Teachers.*

A course based upon the York Trotter system of musical training. From the beginning the creative side of music for the child is considered, and much attention is given to paper work. Sight singing and ear training also receive attention in this course. This is a year course meeting three times a week.

28, 29. *Conducting.*

Methods of organizing and training vocal and instrumental groups, applying the general principles of conducting. Some attention will be given to arranging for vocal and instrumental ensemble groups. As laboratory practice members of this class are required to organize and train groups of various kinds in the community. This is a year course meeting three hours a week.

30, 31. *Counterpoint and Composition.*

Two, three, and four part writing in simple counterpoint, double counterpoint, canon, and fugue. Studies in composition leading to the sonata form are followed. This is a year course meeting three hours a week.

Applied Music.

Individual lessons in piano, voice, violin, and instruments of orchestra and band are available for all students in the University. Courses in applied music are required for students concentrating in music. A major subject in applied music taken full time consists of one one-hour or two half-hour lessons each week. A minor subject taken half time consists of one half-hour lesson each week in an instrument of band or orchestra.

Musical Organizations.

The University chorus, orchestra, male quartet, string quartet, and other ensemble units are open to any student in the University who expresses a desire to participate, and meets proper academic requirements and whose ability is satisfactory to the director of music. Participation in one or more of these groups is required of music majors.

THE DIVISION OF THE SCIENCES

The Division of the Sciences includes biology, chemistry, horticulture, mathematics, physics, and science survey. During the two years of the Lower Division, the student will have completed the general course in science, and a laboratory course elected within the Division. At the beginning of the third year of study, with successful completion of the comprehensive examination, the student, in conference with his adviser, will plan a course of study for his last two years which must meet the requirements of sensible balance and sufficient concentration within a particular department.

A divisional reading course is required in order to meet the general prerequisites represented by the final comprehensive examination, and to assure final coordination of materials studied within the Division. This course is under direction of an instructor from the department in which the student is concentrating assisted by two other instructors in the Division.

BIOLOGY

1, 2. *Animal Biology.*

A course designed to give a full, though elementary, insight into the activities of organisms through a physico-chemical approach. Formal lectures, given twice a week in one-hour periods, cover the following topics: matter and energy in organisms; the chemical composition and the physico-chemical structure of organisms; exchanges between the organism and its environment; chemical reactions in the organism; nutrition and nutritive processes; stimulation, response, and coordination; reproduction; and evolution, genetics, and eugenics. Formal laboratory work is given twice weekly for two-hour periods. This involves dissections and a series of demonstrated lectures on the morphology and classification of animals.

20, 21. *Comparative Anatomy of Vertebrates.*

A study of homologous structures in the chordates in an attempt to trace the relationship between, and the evolution of, the vertebrates. Complete dissections, system by system, are performed on *Ciona*, *Branchiostoma*, *Squalus*, *Necturus*, *Pseudemys*, and *Felis*. This is a year course meeting twice weekly for lectures in one-hour periods, and twice weekly for laboratory work in three-hour periods. Prerequisite: Biology 1, 2.

22. *Histology.*

The structure of mammalian tissues and organs is considered, with special emphasis upon human material. This is a half-year course meeting three hours a week for lectures in one-hour periods, and twice weekly for laboratory work in two-hour periods during the first semester. Prerequisite: Biology 1, 2.

23. *Histological Techniques.*

This is a methods course, giving instruction in the preparation of microscope slides. Each student prepares tissues and organs from the rat, cat, and dog; whole mounts of entire insects and chick embryos of various ages; and serial sections of the 33-hour, 48-hour, and 72-hour chick embryo. A half-year course meeting one hour a week for a lecture with eight hours of laboratory work arranged in conference with the instructor. Second semester. Prerequisite: Biology 22.

24. *Evolution, Genetics, and Eugenics.*

An illustrated lecture course dealing successively with (1) the history of the theory of organic evolution; (2) the evidences of organic evolution; (3) the causo-mechanical theories of evolution; (4) genetics, or experimental evolutions; and (5) eugenics, or human improvement through applied genetics. This is a half-year course meeting three times a week for lectures during the first semester.

25. *Parasitology.*

Human and animal parasites from the Phyla Protozoa, Platyhelminthes, Nematelminthes, and Arthropoda are considered as to their life-cycles and biological importance. This is a half-year course meeting twice weekly for lectures in one-hour periods, and twice weekly for laboratory work in two-hour periods during the second semester.

26, 27. *Embryology.*

A study of vertebrate development, employing the chick and the pig. This is a year course meeting twice weekly for lectures in one-hour periods, and twice weekly for laboratory work in two-hour periods.

CHEMISTRY

1, 2. *General Inorganic Chemistry.*

Open to Sophomore students and Freshmen majoring in science. A year course covering the fundamentals of general chemistry meeting twice weekly for lectures and weekly for laboratory work in two-hour periods.

20, 21. *Qualitative Analysis.*

A study of the use of chemical laws in the qualitative analysis of inorganic anions and cations. A year course meeting once a week for lectures and involving three hours a week laboratory.

22, 23. *Quantitative Analysis.*

The fundamentals of volumetric analysis involving neutralization, oxidation-reduction, and precipitation methods; and the gravimetric determinations of the metals present in ores, alloys, and soluble salts. A year course consisting of one lecture and six hours of laboratory work each week.

24, 25. *Organic Chemistry.*

A course covering the fundamentals of aliphatic and aromatic chemistry. A year course meeting three hours a week for lectures and three hours a week for laboratory.

26, 27. *Physical Chemistry.*

A course open to students concentrating in chemistry or biology, involving a study of the fundamental properties of matter in the gaseous, liquid, and solid states. Three lectures and three hours laboratory work each week.

28, 29. *Chemical Calculations.*

A course in chemical calculations consisting of a two-hour course on the calculations of chemistry; a review of inorganic problems, qualitative and quantitative problems.

HORTICULTURE

1, 2. *Horticultural Technique.*

Soil preparation and cultivation, seed-sowing, propagation of cuttings, divisions, layers, budding, grafting, etc., planting, transplanting, thinning, disbudding, pruning, watering, feeding, staking, tying, potting, cold-frames, and lath houses, etc. This is a year course meeting three hours a week.

3, 4. *Horticultural Technique.*

A continuation of 1, 2.

5, 6. *Horticultural Technique.*

A continuation of 3, 4.

7, 8. *Horticultural Technique.*

A continuation of 5, 6.

20, 21. *Taxonomy.*

Plant classification with special reference to the identification of garden plants. The preparation of an herbarium will be required of students. This course is designed to impart a knowledge of plants and to awaken an interest in them. This is a year course meeting three hours a week.

22, 23. *Taxonomy.*

A continuation of 20, 21.

24. *Soils and Fertilizers.*

The origin and composition of soils; their physics, chemistry, and biology, with special stress on their management and improvement. This is a half-year course meeting three hours a week during the first semester.

25. *Morphology and Physiology.*

A study of the living plant, its structure, functions, and requirements. This is a half-year course meeting three hours a week during the second semester.

26, 27. *Appreciation and Use of Plant Materials.*

Stressing the importance of good composition, careful planning, and suitable planting. This is a year course meeting three hours a week.

28. *Diseases and Pests.*

The recognition and diagnosis of pests, diseases, and pathological conditions with emphasis on their prevention and control. This is a half-year course meeting three hours a week during the first semester.

29. *Ecology.*

The plant in relation to its environment. A study of plants in nature provides valuable data as to their cultural needs. Field excursions will supplement theory. This is a half-year course meeting three hours a week during the second semester.

MATHEMATICS

3, 4. *Elementary Analysis.*

A course comprising algebra, analytic geometry and trigonometry. Topics treated will include trigonometric analysis, logarithms, solution of triangles, trigonometric identities, simultaneous equation, the binomial theorem, determinants, theory of equations, the straight line, the circle, conics and curve tracing. Lectures and problem sessions four hours each week throughout the year.

20, 21. *The Calculus.*

Differentiation and simple methods of integration. Maxima and minima, definite integrals, determination of plane areas, lengths of curves, areas and volumes of solids of revolution, series, multiple integrals. Lectures and problem sessions four hours each week throughout the year. Prerequisite: Mathematics 4.

22, 23. *Advanced Calculus.*

A continuation of 20, 21; more advanced methods of integration, introduction to differential equations, partial differentiation, approximate integration, special topics from the calculus of variations and the theory and function of a complex variable. Lectures and problem sessions three hours each week throughout the year. Prerequisite: Mathematics 21.

24, 25. *Differential Equations.*

Solution of ordinary differential equations with emphasis upon problems arising in the sciences, elementary theory of linear equations, integration in series, introduction to boundary value problems, elementary theory of partial differential equations. Lectures and problem sessions three hours each week.

26, 27. *Coordination Course.*

A one-hour conference course required of mathematics majors in the Senior year. The student will be assigned readings and some simple problem to aid in integrating his knowledge. Hour to be arranged.

PHYSICS

1, 2. *General Physics.*

The fundamental principles of mechanics, heat, electricity and magnetism, sound and light. Lectures two hours and two laboratory periods of two hours each per week throughout the year. Students intending to major in physics may be permitted to enroll in this course their first year.

20, 21. *Electricity and Magnetism.*

A general survey of the fundamental principles with a liberal use of mathematics. Lectures and problem sessions three hours each week throughout the year, one two-hour laboratory period each week. Prerequisite: Physics 2.

22, 23. *Mechanics and Heat.*

An intermediate course including such topics as statics and dynamics of rigid bodies, gyroscopic motion, gravitation, periodic motion, elasticity, kinetic theory of matter, heat and elementary thermodynamics. Lectures, conferences and problems, three hours each week throughout the year. Prerequisite: Physics 2 and Mathematics 20, 21, which may be taken concurrently.

24, 25. *Modern Physics.*

Kinetic theory, simpler aspects of the quantum theory, the photoelectric effect, specific heats, X-rays, electron tubes, and elementary statistical mechanics. Lectures, conferences and problems, three hours each week throughout the year. Prerequisite: Two year courses in physics and Mathematics 21.

26, 27. *Coordination Course.*

A year course similar to Mathematics 26, 27. The student may be assigned an experimental problem. Time to be arranged.

SCIENCE SURVEY*

1, 2. *The Scientific Aspect of Knowledge.*

A study of the development of the scientific method and its use in finding knowledge and shaping our world of today. There will be presented the significant accomplishments of man in controlling his world through physics, chemistry, astronomy, biology, and medicine. This is a year course meeting four times a week. It is required of all Freshman students.

*An additional course selected from the Division of the Sciences is required to be taken during the Lower Division. This course may be elected from the departments of biology or chemistry.

THE DIVISION OF THE SOCIAL STUDIES

The Division of the Social Studies includes economics, education and psychology, history and government, religion and philosophy, and social anthropology. During the Lower Division the student will have completed two courses in the social studies, one dealing with a survey of European history, and the other with a similar survey of the history of the United States. He may also have completed additional elective courses in this Division. At the beginning of the third year of study, with successful completion of the comprehensive examination, the student, in conference with his adviser, will plan a course of study for his last two years which must meet the requirements of sensible balance and sufficient concentration within a particular department.

A divisional reading course is required in order to meet the general prerequisites represented by the final comprehensive examination, and to assure final coordination of materials studied within the Division. This course is under the direction of an instructor from the department in which the student is concentrating assisted by two other instructors in the Division.

ECONOMICS

1, 2. *The Theory and Principles of Economics.*

A descriptive account of the development of fundamental economic forces and principles which influence economic organization and a study of the process of production, exchange, distribution, and consumption. This is a year course meeting three hours a week.

20. *The American Labor Movement.*

An analysis of the history and function of the organized labor movement in America to the present day, including a study of recent labor legislation by the Federal Government. Special consideration is given to the participation of the Negro. This is a half-year course meeting three hours a week during the second semester.

21. *Statistics.*

A course intended to introduce the student to the more general methods employed in collecting, presenting, and interpreting statistical data pertaining to problems in the social sciences. Among the matters treated are the sources, the collection, the graphic presentation, and the interpretation of data; statistical units; averages, variation and dispersion; time series analy-

sis; and simple correlation. Laboratory exercises. Prerequisite: Economics 1, 2. This is a half-year course meeting three hours a week during the first semester.

22. *Insurance.*

The fundamentals of life and other important forms of insurance. Prerequisite: Economics 1, 2. This is a half-year course meeting three hours a week during the second semester.

23, 24. *Accounting.*

This course is designed to acquaint the student with the fundamentals of modern accounting technique. Journalizing, posting, trial balance, working papers, statements and closing of the books are combined with a study of general ledger organizations. Considerable time is given during both semesters to assignment materials, including questions, problems, and practice sets. During the second semester attention is directed to interpretation of financial statements.

25. *History of Economic Thought.*

A study of the historical development of economic doctrines. An examination will be undertaken of the writings of the leading thinkers in the field of economics, beginning with ancient and medieval thought and continuing to the present. Leading economic movements and schools of thought will be considered. Prerequisite: Economics 1, 2, and six additional hours in economics. This is a half-year course meeting three hours a week during the second semester. (Offered in 1940-1941.)

EDUCATION AND PSYCHOLOGY*

20. *General Psychology.*

A study of the underlying principles and structure of human behavior to the end that an individual might possess a better understanding of himself and others. This is a half-year course meeting three hours a week during the first semester. Prerequisite: Biology 1-2.

21. *Educational Psychology.*

A consideration of the manner in which principles of human psychology may be utilized in an effort to stimulate the school child to an harmonious resolution of his educational and social problems. In this course an at-

*Education 24, 25, 26, and 27 are recommended for those desiring to qualify for State secondary school certificates. These are regarded as professional subjects and may not be submitted toward the requirements for concentration in the Division of the Social Studies.

tempt will be made to apply the principles of psychology to the problems of education. This is a half-year course meeting three hours a week during the second semester. Prerequisite: Education 20.

22, 23. *The History and Philosophy of Education.*

A survey of the historical background and evolution of modern educational theories and practices. This is done through consideration, in chronological order, of the influence of changing social, political, economic, and religious views upon the development of educational thought. Particular attention is given, also, to the manner in which the school, in America, should serve as a contributing and dynamic factor in the progressive improvement of a democratic society. This is a year course meeting three hours a week.

24, 25. *Problems of Secondary-School Education.*

An analysis of the implications of the democratic conception in education for philosophy, curriculum, and method in the secondary school, particularly as applied to the problem of secondary education for the Negro. The activity of the course is derived from actual problems arising in the school experiences of the prospective teacher. This course, which meets twice a week through the year, must be taken in combination with Education 26, 27. Prerequisite: Education 20, 21.

26, 27. *Directed Observation and Student-Teaching.*

This course comprising observation in local high schools, under careful supervision, with a gradual induction into full teaching responsibilities, is designed to meet the requirements of the Louisiana State Board of Education for those desiring certification to teach. Hours for this course, which extends throughout the year, are to be arranged with the instructor.

28, 29. *Guidance for the New Leisure.*

This is a methods course in the organization and direction of clubs, crafts, hobbies, and home room activities in music, drama, art, science, athletics and other subjects. Particular attention will be given to the theory and practice of recreational activities in the school, church, home, and community. This is a year course meeting three hours a week.

This course is designed to take the place of *Community and Religious Drama*. The basic material used in that course will be included in this new course.

CHILD DEVELOPMENT AND NURSERY SCHOOL EDUCATION

30. *Introduction to Child Development.*

Introductory study of the child with special attention to the early ages. The development of physical, intellectual, emotional, social and moral-religious aspects. Development of language habits. Supervised observation and study of nursery school children. This is a half-year course meeting three hours a week. Prerequisite: Education 20-21.

31. *Mental Hygiene of Children.*

An analysis of behavior, attitudes, conflicts, emotional control as they affect the adjustments of the preschool and school child. This is a half-year course meeting three hours a week. Prerequisites: Education 20, 21.

32. *Principles and Practices in Preschool Education.*

Curriculum, methods of instruction, problems of individual children, preschool equipment and records. Supervised observations and study of nursery school children. This is a half-year course meeting three hours a week. Prerequisite: Education 20-21.

33. *Nutrition of Infants and Children.*

A course designed to give the fundamentals of nutrition and the application of the feeding of infants and preschool children. Emphasis is placed upon the use of as many inexpensive foods as possible for making adequate diets and attractive menus.

34, 35. *Apprenticeship in the Nursery School.*

Apprenticeship in the Dillard University Nursery School. Students must have two consecutive hours between 9:00 and 12:00 a. m., Monday through Friday, and one conference hour per week. Open to advanced students, majoring in the field, with the consent of the instructor.

36. *Special Talents and Defects of Children.*

Consideration of the characteristics, etiology, and treatment of extreme deviations in personality and behavior. This is a half-year course meeting three hours a week during the first semester. Prerequisite: Education 20, 21, 30, 31.

37. *Methods of Child Study.*

The techniques of child study. Literature of experimental child study reviewed critically from the standpoint of methodology. Demonstration, observation, and systematic study of preschool children. This is a half-year course meeting three hours a week, and open to advanced students with consent of instructor.

HISTORY AND GOVERNMENT

1, 2. *Europe Since 1300.*

The political, economic, social, and intellectual history of Europe. This is a year course meeting four hours a week.

3, 4. *History of the United States.*

The political, economic, social, and intellectual development of the United States. Special attention is devoted to the Negro in this development. This is a year course meeting three hours a week.

20. *The Mediterranean World to 600 A. D.*

The growth of the ancient world surrounding the Mediterranean from the earliest times to the decline of the Roman Empire. Attention is devoted to art and literature as well as to political, economic, and social institutions. This is a half-year course meeting three hours a week during the first semester.

21. *The Middle Ages.*

The development of Western civilization from the decline of the Roman Empire to the Renaissance. This is a half-year course meeting three hours a week during the second semester.

22, 23. *The Expansion of England.*

The political, social, economic, and cultural history of England to the present. Special study is made of the relation between the British Empire and the mother country. This is a year course meeting three hours a week.

24. *Latin America.*

A general survey of the history of the West Indies, Mexico, Central and South America. This is a half-year course meeting three hours a week during the first semester.

26. *The Ante-Bellum South.*

A study of the plantation system and the social and political life of the ante-bellum South. This is a half-year course meeting three hours a week during the first semester.

27. *The South since 1860.*

In describing the historical forces in the development of the southern part of the United States, major attention is concentrated on the Civil War and Reconstruction periods and the participation of the Negro in the "New South." This is a half-year course meeting three hours a week during the second semester.

28. *Economic History of Europe to 1850.*

A course devoted to the development of the economic institutions of Western Europe from the ancient period through the industrial revolution. Particular emphasis is placed on agrarian, commercial, financial, and industrial development. This is a half-year course meeting three hours a week during the first semester.

33. *Diplomatic History of the United States.*

This course covers the period 1775 to the present era, emphasizing both the internal and the external economic factors that have shaped American foreign policy. Diplomacy is analyzed as a dynamic institution that responds to social pressures. This is a half year course meeting three times a week during the first semester.

* * * *

1, 2. *An Introduction to the Study of Government.*

The first semester is devoted to a consideration of the theory of governmental structures. The second semester gives particular attention to the form and structure of American political institutions. This is a year course meeting three hours a week.

RELIGION AND PHILOSOPHY

1, 2. *Introduction to the Study of the Bible.*

A general course to introduce the student to the intelligent use and appreciation of the Bible as a source book in religion and morality. This is a year course meeting three hours a week.

3, 4. *Introduction to Religion and Philosophy.*

This is a course in orientation, involving an examination of terms and the statement and exposition of the various problems of philosophy, with the mention of the different theories about them. A study of the essential functions of religion and the norms implicit in these functions complete the work of the course. This is a year course meeting three hours a week.

20. *Principles of Religious Education.*

The historical background, the underlying philosophy, and recent trends in the theory and practice of religious education in the contemporary church. This is a half-year course meeting three hours a week during the second semester.

21. *The Church in Contemporary Society.*

Following a rapid survey of the historical development of the church, attention is given to the church as it functions within the contemporary community, with special reference to the Negro church. This is a half-year course meeting three hours a week during the second semester.

22. *Modern Ethical Problems.*

The course is designed to acquaint the student with the evolutionary and theoretical background of ethics as the basis for the consideration of the current problems of personal and social morality. This is a half-year course meeting three hours a week during the first semester.

23. *Reflective Thinking.*

This course is devoted to a logical analysis of reflection. While dealing with the theoretical, the aim of this course is to include the practical also.

24, 25. *The History of Philosophy.*

A study of the movements of thought in western civilization from 625 B. C. to the present time with special reference to selected writings of the great thinkers of the various periods. Open only to students who have completed courses 3, 4, and 22. This is a year course meeting three hours a week.

SOCIAL ANTHROPOLOGY

1, 2. *Primitive Society.*

A survey of representative preliterate societies of the world and a comparative analysis of the societies as the basis for a survey of anthropological theory. This is the foundation course in anthropology. Open to Sophomores, Juniors, and Seniors. This is a year course meeting three hours a week.

20. *Minority Peoples.*

A study of the positions and problems of minority groups. This is a half-year course meeting three hours a week during the second semester.

21. *The Concept of Race.*

A study of the races of mankind, their historical development, and the biological, psychological, and cultural bases of race differences. This is a half-year course meeting three hours a week during the first semester. Prerequisite: Social Anthropology 1, 2, and Biology 1, 2.

22. *Contemporary Institutions.*

The institution as a unit of organization and bearer of culture in modern life with analysis of representative institutions in American society. Prerequisites: Social Anthropology 1, 2. This is a half-year course meeting three hours a week during the first semester.

23. *Community Organization.*

A study of the development of community organization through a comparison of the structures of tribal, peasant, town, and metropolitan communities. Prerequisite: Social Anthropology 1, 2, 22. This is a half-year course meeting three hours a week during the second semester.

24, 25. *Research Methods and Field Work.*

A study of methods and techniques of social research and their application through supervised field research. Open to Seniors. Prerequisite: Social Anthropology 1, 2, 22, 23.

SOCIAL STUDIES

20. *Social Psychology.*

The origin and development of personality in the individual and his integration into society. This is the first semester of a year course meeting three hours a week.

21. *Collective Behavior.*

The study of non-traditional forms of social behavior such as crowds, panics, public opinion, social movements and their role in the origin of new customs and institutions. This is the second semester of a year course meeting three hour a week.

Calendar, 1940

1940

September

- 9 —Monday, 10:00, Initial faculty meeting.
- 9 —Monday, 1:30, Freshman Week; Placement examinations begin.
- 10 —Tuesday, 9:00, Placement examinations, continued.
- 11-13—Wednesday-Friday, Freshmen to Waveland.
- 12 —Thursday, 1:30, Upperclass registration.
- 13 —Friday, 9:00-4:30, Upperclass registration.
- 14 —Saturday, 9:00-12:30, Freshman and Evening School registration.
- 16 —Monday, Classes begin; late registration begins.
- 21 —Saturday, 1:00, All registration ceases.

October

- 25 —Friday, Founders' Day.

November

- 1 —Friday, All Saints' Day—Holiday.
- 11-16—Monday-Saturday, Mid-term examinations.
- 28 —Thursday, Thanksgiving Day—Holiday.

December

- 21 —Saturday, 11:50 a.m., Christmas holidays begin.

JULY

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14	15	16	17	18	19	20
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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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Calendar, 1941

JANUARY

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APRIL

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MAY

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JUNE

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1941

January

- 2 —Thursday, Classes are resumed.
 24-30—Friday-Thursday, Final examinations, first semester.
 31 —Friday, 9:00-4:00, General registration.

February

- 1 —Saturday, 9:00-12:30, Evening School registration.
 3 —Monday, Second semester begins; late registration begins.
 8 —Saturday, 1:00, All registration ceases.
 25 —Tuesday, Mardi Gras—Holiday

March

- 31 —Monday
- } Mid-term examinations

April

- 5 —Saturday
- 11-13—Friday-Sunday, Easter vacation

May

- 8-9—Thursday - Friday, Comprehensive examinations
 22-23—Thursday-Friday, Senior examinations

- 28 —Wednesday

June

- 3 —Tuesday
- } Final examinations, second semester
- 1 —Baccalaureate Sunday
 3 —Tuesday, Senior Class Day
 4 —Wednesday, Commencement exercises

The Personnel of Dillard University



THE TRUSTEES

Dillard University is a corporation chartered under the laws of the State of Louisiana. The control of the University is vested in a Trustee Board composed of members nominated by the cooperating church agencies, together with additional members elected at large.

At the present time the University consists of the College and the Flint-Goodridge Hospital. The trustees are:

Mr. Edgar B. Stern.....New Orleans, Louisiana

President of the Board

The Right Reverend Robert E. Jones.....Columbus, Ohio

First Vice-President of the Board

Dr. George E. Haynes.....New York, New York

Second Vice-President of the Board

Mr. Wm. B. Wisdom.....New Orleans, Louisiana

Treasurer of the Board

Mr. E. J. LaBranche.....New Orleans, Louisiana

Secretary of the Board

Dr. Phillips Bradley.....Flushing, New York

Mr. Fred L. Brownlee.....New York, New York

*Dr. John J. Coss.....Framingham, Mass.

Mrs. Lucius R. Eastman.....Scarsdale, New York

Mr. John H. Fletcher.....Chattanooga, Tennessee

Dean Thomas F. Holgate.....Evanston, Illinois

Dr. Merrill J. Holmes.....Chicago, Illinois

Mr. Warren Kearny.....New Orleans, Louisiana

Mr. Frank Jensen.....Dallas, Texas

Mr. Monte M. Lemann.....New Orleans, Louisiana

The Right Reverend A. P. Shaw.....New Orleans, Louisiana

Miss Fannie C. Williams.....New Orleans, Louisiana

*Deceased.

THE ADMINISTRATIVE OFFICERS*

For purposes of general administration the Board of Trustees delegates responsibility to certain officials. The officers with major administrative functions are:

William Stuart Nelson

President

A. B., Howard University; B. D., Yale University; additional study, University of Paris, University of Berlin, University of Marburg; LL. D., Shaw University, Howard University.

J. Max Bond

Dean of the College

B. P. E., George Williams College; A. M., University of Pittsburgh; Ph. D., University of Southern California.

Robert Bonner

Secretary of Public Relations

A. B., Clark University; A. M., Atlanta University.

Thelma Ruth Brett

Dean of Women

A. B., Shaw University; A. M., Hartford Seminary Foundation; additional study, University of Chicago.

Albert W. Dent

Business Manager

A. B., Morehouse College.

Clyde L. Reynolds

Accountant

A. B., Morehouse College; A. M., Atlanta University.

Nathaniel J. Stewart

Librarian

B. S., M. S., College of the City of New York; B. L. S., George Peabody College.

Melvin H. Watson

Dean of Men

A. B., Morehouse College; A. M., Oberlin College; B. D., M. S. T., Oberlin Graduate School of Theology.

Theresa Birch Wilkins

Registrar

A. B., Fisk University; additional study, University of Chicago, Teachers College; A. M., Columbia University.

THE FACULTY*

The Dillard faculty has been carefully recruited to guide students toward the realization of the objectives and program of the University. Its membership follows:

William Stuart Nelson

President

A. B., Howard University; B. D., Yale University; additional study, University of Paris, University of Berlin, University of Marburg; LL. D., Shaw University, Howard University.

*Administrative officers listed alphabetically; faculty, alphabetically within ranks.

- J. Max Bond *Dean of the College and Professor of Education*
B. P. E., George Williams College; A. M., University of Pittsburgh; Ph. D., University of Southern California.
- Charles Wesley Buggs *Professor of Biology and Head of the Division of the Sciences*
A. B., Morehouse College; M. S., Ph. D., University of Minnesota.
- *Allison Davis *Professor of Social Anthropology and Head of the Division of the Social Studies*
A. B., Williams College; A. M., Harvard University; additional study, London School of Economics, Harvard University.
- S. Randolph Edmonds *Professor of Drama*
A. B., Oberlin College; A. M., Columbia University; additional study, Yale University School of Fine Arts, Abbey Players Guild, Dublin, Ireland.
- Frederick Hall *Professor of Music*
A. B., Morehouse College; additional study, Pittsburg Musical Institute; Mus. B., Chicago Musical College; Teachers College Diploma; A. M., (Music) Columbia University; additional study, Royal College of Music, University of London School of Oriental Studies.
- Byrd Dewey Crudup *Associate Professor of Physical Education*
A. B., Lincoln University; additional study, Harvard University; M. Ed., Boston University.
- Tatham Ambersley Daley *Associate Professor of Romance Languages*
A. B., Teachers College Diploma, A. M., Columbia University; D. es L., University of Paris.
- Clarence Tyler Mason *Associate Professor of Chemistry*
B. S., Northwestern University; M. Sc., Ph. D., McGill University.
- Oralee Baranco Mitchell *Associate Professor of Education*
A. B., Fisk University; A. M., additional study, Columbia University.
- Rudolph Moses *Associate Professor of English and Head of the Division of Literature and the Fine Arts*
A. B., New Orleans University; A. B., State University of Iowa; A. M., Columbia University; additional study, University of Chicago.
- Benjamin Quarles *Associate Professor of History*
A. B., Shaw University; A. M., University of Wisconsin.
- Clyde L. Reynolds *Associate Professor of Economics*
A. B., Morehouse College; A. M., Atlanta University.
- Nathaniel J. Stewart *Associate Professor of Library Science*
B. S., M. S., College of the City of New York; B. L. S., George Peabody College.

*On leave of absence 1939-1940.

- Melvin H. Watson *Associate Professor of Religion and Philosophy*
A. B., Morehouse College; A. M., Oberlin College; B. D., M. S. T., Oberlin Graduate School of Theology.
- Edward Jackson Baur *Instructor in Social Anthropology*
A. B., A. M., University of Chicago.
- William Edward Belton *Instructor in Mathematics and Physics*
B. S., Johnson C. Smith University; M. S., State University of Iowa; additional study, Columbia University, State University of Iowa.
- Carol Blanton *Instructor in Music*
A. B., Spelman College; certificate, Institute of Musical Art of the Juilliard School of Music.
- Robert Bonner *Instructor in Mathematics*
A. B., Clark University; A. M., Atlanta University.
- Herman R. Branson *Instructor in Mathematics and Physics*
B. S., Virginia State College; Ph. D., University of Cincinnati.
- T. Ruth Brett *Instructor in History and Philosophy*
A. B., Shaw University; A. M., Hartford Seminary Foundation; additional study, University of Chicago.
- Charlotte E. Crawford *Instructor in English*
A. B., Wellesley College; Ph. D., Yale University.
- E. Lucile Jackson *Instructor in Homemaking*
B. S., New York University; M. S., University of Washington.
- Frank G. Mackaness *Director of Horticulture*
Grenoble University, France; Northamptonshire Horticultural Institute, Tresco, Isle of Scilly (Botanic Garden). University Botanic Garden, Cambridge, England; Royal Botanic Gardens, Kew, England; New York Botanical Garden.
- Mary A. Morton *Director of the Nursery School and
Instructor in Psychology*
B. S., A. M., M. S., Howard University; additional study, University of Chicago.
- Paul Ninas *Instructor in Fine Arts*
University of Nebraska; Robert College, Constantinople, Turkey; Graduate, Royal Academy of Art, Vienna, Austria; additional study, Atelier Ubaldo Oppi, Florence, Italy; student, Academy Andre Lhote, Paris, France.
- Barrington D. Parker *Instructor in Economics*
A. B., Lincoln University; A. M., University of Pennsylvania.
- Vernon Winslow *Instructor in Art*
B. F. A., Art Institute of Chicago; additional study, Atlanta University.

ASSISTANTS

The following persons served as assistants in the college during the year 1939-1940:

Florice Brazley	<i>Music</i>
A. B., Dillard University.	
Leila Frances Brown	<i>French</i>
A. B., Howard University.	
Kathlyn Margaret Johnson	<i>English</i>
A. B., Spelman College.	
Mahlon Clifton Rhaney	<i>Biology</i>
A. B., Dillard University.	
John Wilson	<i>Music</i>
A. B., Clark University.	

In addition to the officers listed above with major administrative responsibilities, a number of administrative associates and assistants gave service during 1939-1940 in particular phases of the administrative organization. They are:

Ruth E. Armstead	<i>Assistant in the Business Office</i>
Xavier University; Diploma, Y. M. C. A. School of Commerce, New Orleans.	
C. H. D. Bowers	<i>University Physician</i>
A. B., A. M., New Orleans University; M. D., Meharry Medical College; additional study, New York University.	
*B. F. Easter	<i>Assistant University Physician</i>
Ph. G., M. D., Meharry Medical College.	
Hazel C. Edwards	<i>Assistant in the Library</i>
A. B., Talladega College; B S., Hampton Institute.	
Carolyn B. Griggs	<i>University Nurse</i>
Harlem School of Nursing.	
Ernestine G. May	<i>Secretary to the President</i>
A. B., Spelman College.	
Ruth McCoy	<i>Assistant in the Library</i>
A. B., Louisville Municipal College; B. S., Hampton Institute.	
Helene T. Peppers	<i>Secretary to the Dean</i>
Xavier University; Diploma, Straight College School of Commerce.	
Mosella Smith	<i>Dietitian</i>
University of Denver; University of Minnesota.	

*Deceased.

STANDING COMMITTEES*

Admissions:

J. M. Bond, R. Bonner, T. R. Brett, M. H. Watson, T. B. Wilkins.

Assembly:

R. Bonner, E. J. Baur, J. M. Bond, S. R. Edmonds, F. Hall, M. H. Watson, Clara Bissant ('41), Pernell Collins ('42).

Athletics:

A. W. Dent, J. M. Bond, C. W. Buggs, B. D. Crudup, C. L. Reynolds, Lawrence Jones ('40), Eddie Macklin ('41).

Discipline:

C. T. Mason, J. M. Bond, T. R. Brett, M. H. Watson, Eugene Morgan ('41), Mitchell Spellman ('40).

Instruction:

J. M. Bond, C. W. Buggs, S. R. Edmonds, R. Moses, B. A. Quarles, N. J. Stewart, T. B. Wilkins.

Library:

N. J. Stewart, J. M. Bond, C. W. Buggs, R. Moses.

Lyceum:

F. D. Hall, C. E. Crawford, S. R. Edmonds, F. G. Mackaness, M. A. Morton, Xenophon Lang ('40), Joseph Powe ('41).

Personnel:

M. H. Watson, J. M. Bond, T. R. Brett, O. B. Mitchell, R. Moses, C. T. Mason, Elliott Gray ('42), Ruth Mann ('40).

Public Functions:

R. Bonner, T. R. Brett, S. R. Edmonds, F. D. Hall, J. M. Bond, Victor Jones ('41), Daisy Blanchett ('40).

Religious Life:

M. H. Watson, C. Blanton, T. R. Brett, Mary Grace Harris ('42), John Powe ('42).

Scholarship:

J. M. Bond, T. R. Brett, T. A. Daley, M. H. Watson, T. B. Wilkins.

Social:

T. R. Brett, H. Branson, T. A. Daley, E. L. Jackson, O. B. Mitchell, V. Winslow.

Student Aid:

J. M. Bond, T. R. Brett, C. L. Reynolds, B. D. Parker, M. H. Watson, T. A. Daley.

Student Health:

C. H. D. Bowers, J. M. Bond, T. R. Brett, C. B. Griggs, B. D. Crudup, A. W. Dent, B. F. Easter, E. L. Jackson, M. H. Watson.

*The names of chairmen are placed first. Student representation on committees is indicated by the class year following names.

THE FLINT-GOODRIDGE HOSPITAL

The Flint-Goodridge Hospital is a unit of Dillard University. Its management is vested in a Committee of the Board of Trustees of the University. The Hospital is available to University students and faculty, and performs an extensive service for the community.

EXECUTIVE STAFF

William Stuart Nelson, A. B., B. D., LL. D.

President of the University

Albert W. Dent, A. B.....*Superintendent*

L. Captoria Gwyn, B. S.....*Dietitian*

Alfred Lippman.....*Accountant*

Sara Reid Epps, A. B.....*Record Librarian*

Bernice Clark Farley, M. S. W.....*Director of Social Service*

Eola Lyons Taylor, R. N., A. B.....*Director of Nursing*

J. Edwin Wilkins, Ph. C.....*Pharmacist*

 THE DILLARD UNIVERSITY ALUMNI
ASSOCIATION

The charter of Dillard University provides that the alumni of New Orleans University, of Straight College, and of the Flint-Goodridge Nurse Training School, be recognized as alumni of Dillard University. A joint meeting of the two schools was held at New Orleans University on June 28, 1934, at which time the Dillard University Alumni Association was organized. Through this association the representatives of the alumni bodies of New Orleans University, of Straight College, and of the Flint-Goodridge Nurse Training School, express their combined interest in Dillard University.

The following officers represent the Executive Board of the Association:

President.....Mrs. W. J. Huntley
First Vice-President.....Boise G. Bell
Second Vice-President.....Wesley Brown, Jr.
Secretary.....Louis Blanchet
Corresponding Secretary.....Eunice Nelson
Treasurer.....A. V. Boutte
Chaplain.....The Reverend H. H. Dunn

GRADUATES, 1939

NAME	FIELD OF CONCENTRATION
*Amacker, Adelia Agatha.....	History
Andry, Grace Burnadette.....	Literature and the Fine Arts
Barnes, Telfair Barnevous.....	Biology
Booker, Lillian Catherine.....	Biology
Brazier, Melba Evelyn.....	Biology
Brazier, Wesley Robert.....	History
Brazley, Wilhelmina Florice.....	Music
Bridges, Ramsey May.....	Social Studies
Buggs, John Allen.....	History
Butler, Ollie Mae.....	History
Clay, Earlie Edward.....	English
Crosier, Hildegard Mary.....	English
Crump, James, Jr.....	Chemistry
DeLoach, Madeline Vivian.....	Music
Duncan, Agnes Alberta.....	Drama
*Dunn, Lillian Velma.....	Social Studies
Duperon, Ida Margaret.....	Modern Foreign Languages
**Frazier, Mary Lee.....	Literature and the Fine Arts
Garibaldi, William Vainard.....	Biology
Greene, Hermine.....	Social Studies
Hall, James Louis.....	Biology
Handy, Darthney Pleasant (Mrs.).....	Music
**Hayes, Ruth Zerita.....	Biology
Hunter, Andrew Maurice.....	Social Studies
Jenkins, Frederick Douglas.....	Chemistry
Joiner, Claude Arthur.....	English
*Jones, Mary Helen.....	Social Studies
Lamotte, Myrtle Armenia.....	Economics
*Landix, Hilda Cleopatra.....	Social Studies
Lewis, Adeline.....	English
Lewis, Tessie Tereatha.....	Drama
Mack, Zenobia.....	Modern Foreign Languages
Mhoon, Alice Lilye.....	Drama
Mosley, Ruby Washington (Mrs.).....	Social Studies
Oubre, Hayward Louis.....	Fine Arts
Powe, Vera Geneva.....	Social Studies
Price, Margery Theresa.....	History
*Reed, Beatrice Dorothy.....	Literature and the Fine Arts
Rhaney, Mahlon Clifton.....	Biology
Ross, Lillie Gooden (Mrs.).....	Social Studies
Sartor, Gladys Green (Mrs.).....	Social Studies
**Seraile, Milton Vernon.....	English
Shackelford, Deborah Eva.....	Literature and the Fine Arts
Sloan, Ketchum Alfred, Jr.....	History
**Thompson, Gaines Adolph.....	Social Studies
*Wesley, Fredric Alonzo.....	Music
Wilkerson, Helen Louise.....	Modern Foreign Languages
Williams, Lolita Mary.....	English

**Graduated January 27, 1939.

*Graduated July 22, 1939.

ENROLLMENT, SUMMER SESSION, 1939

Ten men and seventy-seven women registered for the six-week summer session of 1939. Of the total of eighty-seven persons registered, fifty-nine were old students remaining or returning from a previous session, and twenty-eight were new matriculants.

Allen, Clara	Handy, Zenoma M. (Mrs.)	Nicholson, Willia M.
Amacker, Adelia	Harris, Sr. Mary of Victory	Paul, Isabelle V.
Becnel, Milton J.	Hines, Olga L.	Pierce, Marie L.
Boyce, Father John B.	Holerman, V. Bernice	Powe, Joseph S.
Bridges, Ada	Houston, Beulah M.	Reed, Beatrice D.
Brooks, Beulah E.	Hughes, Lillian	Riley, Julia D.
Brooks, Florence	Huntley, Marjorie	Roberts, Daisy D.
Brown, Beatrice	Jackson, Carrie	Robinson, Miles J.
Buckhalter, Jestina R.	Jackson, Martha (Mrs.)	Robinson, Vivian M.
Callico, Sr. Mary Edward	Jackson, Willa	Rogers, Nettie
Carter, Miriam C. (Mrs.)	Jacquette, Bessie L.	Ross, Pearl
Cooper, Louise	Jenkins, E. Mabel	Ruffin, Thelma
Daniels, Eunice	Jenkins, Estelle C.	Sampson, Sr. Mary S.
Dauphin, John	Johnson, Thelma R.	Sanders, Dixie E.
Davis, William S.	Jones, Ida L.	Sholes, Dorothy (Mrs.)
Dotson, Annie L.	Jones, Martha J.	Simmons, Miriam Z.
Dungey, Alice L.	Jones, Mary H.	Spriggins, E. Belfield
Dunn, Florence A.	Jones, Ruby L.	Starke, Mattie M. (Mrs.)
Dunn, Lillian V.	Jones, Victor	Taylor, Bernadine
Dunnings, Ida K.	Jordan, Florence (Mrs.)	Thompson, Enola
Fields, Thelma S.	Kelly, Eunice L.	Tinson, Selina B. (Mrs.)
Ford, Amelia E.	Keyes, Hazel	Walker, Cecile N.
Fowler, Lolette	Landix, Hilda C.	Washington, Idella
Frazier, Willie B.	Lewis, Louise	Washington, Ietta
Garrett, Maxine	Lewis, Pearl A.	Wesley, Fredric
Garrison, Gertrude	Lyons, Mildred	Wicker, Thelma H. (Mrs.)
Grace, Flora	Miller, Lillian	Williams, Lillian (Mrs.)
Green, Vera M.	Monconduit, Sedonia	Wilson, Annie Ruth
Greene, Sherman L.	Morrow, Hildred T.	Womble, Helen

STUDENT ROSTER, 1939-1940

SENIORS

*Becnel, Milton Joseph.....	<i>New Orleans</i>	Edwards, Willie E.....	<i>Meridian, Miss.</i>
Blanchet, Daisy (Mrs.).....	<i>New Orleans</i>	*Farrar, Fannie	<i>New Orleans</i>
Blunt, Ford James.....	<i>New Orleans</i>	*Farrar, Margaret	<i>New Orleans</i>
Bridges, Kacellious	<i>Natchez, Miss.</i>	Frazier, Willie B.....	<i>Arkansas City, Ark.</i>
*Brooks, Florence	<i>New Orleans</i>	*Garrett, Maxine	<i>New Orleans</i>
*Brown, Beatrice Hilda.....	<i>New Orleans</i>	*Germaine, Emma (Mrs.)	<i>New Orleans</i>
Brown, Robert.....	<i>Alcoa, Tenn.</i>	Hackett, Anthony	<i>New Orleans</i>
Carson, Etelle	<i>Lynchburg, Va.</i>	Hayward, Samuel	<i>New Orleans</i>
Carter, Amanda	<i>Shreveport</i>	Henderson, Marshall	<i>Mobile, Ala.</i>
*Carter, Miriam (Mrs.)	<i>New Orleans</i>	*Holerman, V. Bernice	<i>New Orleans</i>
*Cooper, Louise A.....	<i>New Orleans</i>	Houston, Beulah	<i>New Orleans</i>
Dauphin, John Henry	<i>New Orleans</i>	*Hughes, Lillian E.	<i>New Orleans</i>
Davis, Virginia	<i>New Orleans</i>	Jase, Walter Pershing	<i>Alexandria</i>
Davis, William S.	<i>Baton Rouge</i>	*Johnson, Thelma R.....	<i>New Orleans</i>
Dumas, Willard L.....	<i>Natchez, Miss.</i>		

SENIORS (Continued)

Jones, Castor Ulif	New Orleans	Powe, Joseph S.	Dallas, Texas
Jones, Lawrence	Lynchburg, Va.	Randolph, Dennis	New Orleans
Jones, Leonia	New Orleans	Robinson, Julian	New Orleans
*Kendrick, Olga S. (Mrs.)	New Orleans	*Ruffin, Thelma	New Orleans
Knigheten, James B.	St. Louis, Mo.	*Smith, Gladys C. (Mrs.) ..	New Orleans
LaBranche, Hernandez	New Orleans	Spellman, Mitchell	Alexandria
Logan, Johnny L.	Mooreboro, N. C.	Stinnette, Vivienne	San Antonio, Texas
Macklin, Eddie	New Orleans	*Taylor, Bernadine	New Orleans
Mann, Ruth L.	Americus, Ga.	Taylor, Herman	New Orleans
McKay, Frank James	New Orleans	*Tinson, Selina B. (Mrs.) ..	New Orleans
*Miller, Erlma	New Orleans	Triche, Almata	Beaumont, Texas
Neale, Lois	New Orleans	Williams, Irene	New Orleans
Nettles, Isaac	Baton Rouge	Williams, Lillian (Mrs.) ..	New Orleans
Phillips, Burton E.	San Antonio, Texas	*Williams, Ruth	New Orleans
*Pierce, Marie Louise	New Orleans	Wilson, Annie Ruth	Alexandria

JUNIORS

Atkinson, Charles	Brunswick, Ga.	Howard, Major	Hattiesburg, Miss.
Berger, Griselda	New Orleans	*Huntley, Marjorie	New Orleans
Bissant, Clara	New Orleans	Jackson, James	New Orleans
*Bradley, Fannie E.	New Orleans	*Jackson, Willa	New Orleans
*Broom, Lavinia H. (Mrs.) ..	New Orleans	*Jenkins, E. Mabel	New Orleans
Burns, Margaret	New Orleans	Johnson, Arthur	New Orleans
Butler, Francis	New Orleans	Jones, Archie	New Orleans
Carpentier, Verna	Port Gibson, Miss.	Jones, Victor	New Orleans
*Copelin, Inola	New Orleans	Lee, Silas	New Orleans
*Curtis, Celestine	New Orleans	Love, James	Dayton, Ohio
*Daniels, Hubbardine	New Orleans	*Lyons, Mildred	New Orleans
Dasent, Eugene	New Orleans	Mhoon, Essie	Meridian, Miss.
Dasent, James Gershom	New Orleans	Miller, Frazie	Natchez, Miss.
Davis, Al Willis	Jackson, Miss.	Mims, Katherine Alice	New Orleans
Dent, Samuel	Brunswick, Ga.	*Monconduit, Sedonia	New Orleans
*Devall, Olga Ida	New Orleans	Morgan, Eugene	Whiteville, N. C.
Divers, Jessyca	Jackson, Miss.	Neale, Doris	New Orleans
*Dunn, Florence	New Orleans	Raine, Girard	Mobile, Ala.
*Ford, Amelia Elise	New Orleans	Shands, Dorothy	Vicksburg, Miss.
Ford, Mary	New Orleans	*Simmons, Miriam	New Orleans
Geary, George T.	Princeton, N. J.	*Spears, Mack	New Orleans
Gipson, Waymon	New Orleans	*Thomas, Dorothy	New Orleans
*Hamilton, Althea H.	New Orleans	Thomas, Edward C.	New Orleans
Harris, Mary Grace	Shreveport	Thornton, Peter	New Orleans
Hayes, Laurence	New Orleans	Turner, Melba Enid	New Orleans
Hill, Lillian Ernestine	New Orleans	*Watson, Alberta	New Orleans
Hines, Olga L.	Alexandria	*Womble, Helen	New Orleans

*Evening school student.

SOPHOMORES

Armstrong, Ernest	Tulsa, Okla.	Jones, Douglas Ramsey.....	New Orleans
Augustin, Thais	New Orleans	* Jones, Gloria.....	New Orleans
* Augustin, Esther N.....	New Orleans	Lucien, Harold	New Orleans
Bankston, Martea.....	Vicksburg, Miss.	Mason, Elliott James.....	New Orleans
Barbarin, Oscar	New Orleans	Matthews, John.....	Dermott, Ark.
Barre, Clarence Anthony	New Orleans	* McKelpin, Joseph Pryce.....	New Orleans
Benson, George	New Orleans	McNeill, Charles.....	New Orleans
Bowers, Dee Ione G.....	New Orleans	* Miller, Lillian.....	New Orleans
Bradford, Leola	New Orleans	Mitchell, Evelyn	New Orleans
Brumfield, Joseph	New Orleans	Mixon, Dorothy June.....	New Orleans
† Bullock, Mary	Eufaula, Ala.	Moses, Josie Lee.....	Eudora, Ark.
Burrell, Morris	New Orleans	Murphy, William	Chattanooga, Tenn.
Clark, Walter T.	Galveston, Texas	Ortique, Althea.....	New Orleans
Coleman, Thelma Louise.....	New Orleans	Powe, John Rogers.....	New Orleans
Collins, Pernell	New Orleans	† Rieras, Rose Anita	Houston, Texas
Cospelich, Carmel	New Orleans	Riley, Edward J.....	New Orleans
* Cross, Julia M.	New Orleans	Saville, Nellie.....	Little Rock, Ark.
Donfor, Anthony	New Orleans	† Scott, Florence E.....	Cordele, Ga.
Drake, Evelyn L.	High Point, N. C.	Shelton, Forest Edith.....	Marshall, Texas
Duplessis, Marion.....	New Orleans	Smith, Mildred	New Orleans
Edinburgh, Julia	New Orleans	Spriggs, Alfred.....	Houston, Texas
Emile, Mildred G.	New Orleans	Taylor, Cleveland C.....	New Orleans
Farthing, Rollie Lee.....	Paducah, Ky.	Tenette, Octavia	New Orleans
* Fleming, Evelyn G.....	New Orleans	Thompson, Deborah.....	New Orleans
Franklin, Gertie	Chicago, Ill.	† Tillman, Raymond.....	New Orleans
Gay, Edna Lena	New Orleans	† Toney, Gloria.....	Oxford, N. C.
Gonzales, Hernando	New Orleans	Touchard, Lorraine.....	New Orleans
Gray, Elliott	St. Louis, Mo.	Trosclair, Norma	Algiers
Handy, Wm. Talbot.....	New Orleans	Vital, Bernice.....	Kansas City, Mo.
Hawks, Adlyn Monica.....	New Orleans	Walker, Moses	Princeton, N. J.
Hull, Norma.....	Jacksonville, Fla.	* Wicker, T. H. (Mrs.).....	New Orleans
James, Jesse.....	New Orleans	Willis, John A.....	New Orleans
Jones, Alvin	New Orleans	Wilson, Helen Pearl.....	New Orleans
		Winslow, Eugene.....	Gary, Ind.

FRESHMEN

Ammons, Benjamin.....	Wallis, Texas	Butler, Iris Angelyn	New Orleans
Armstrong, Edgar.....	New Orleans	Butler, Rhea	New Orleans
Augustine, Israel M.....	New Orleans	Carbo, Beatrice	New Orleans
Augustine, Vera	New Orleans	Carson, Ollie	Lynchburg, Va.
Badon, Marcus.....	Covington	* Carter, Winthrop B.	New Orleans
Banks, David B.	Muskogee, Okla.	† Catalan, Muriel	Lafayette
Banks, Juanita M.....	New Orleans	Clark, Lewis Oliver	Cairo, Ill.
Bissant, Helen	New Orleans	Clark, Ralph H.....	New Orleans
Block, Doris Raynon	New Orleans	† Coco, Margaret Fay	Alexandria
Booker, Bereniece M.	New Orleans	† Cole, Francetta	Arkansas City, Ark.
Booker, Jessie Vernita.....	New Orleans	Craig, Julia Louise	Mobile, Ala.
✓ Bradford, Henry, Jr.	New Orleans	Cureau, Harold	New Orleans
Breaux, Carolyn Jean	New Orleans	† Daniels, M. Rosa (Mrs.)	New Orleans
Brown, David A.....	Wilmington, N. C.	Davis, Abraham Lincoln	New Orleans
Burke, Inez Mayola	New Orleans	Dennis, Elmore	Roanoke, Va.

*Evening school student.

†Lower Division Comprehensive Examination required

UNCLASSIFIED

Andry, Grace Burnadette	New Orleans	*Hayward, Annette E.	New Orleans
*Armstead, Ruth	New Orleans	Jackson, Vorice	New Orleans
Augustine, Hazel	New Orleans	Johnson, Roy Elliot	New Orleans
Becnel, Royal Placide	New Orleans	Joiner, Claude	Lake Charles
*Bell, Maggie	New Orleans	Jolivet, Inez	New Orleans
Childress, Josie Lee	New Orleans	*Jones, Marie H.	New Orleans
*Clark, Adele B. (Mrs.)	New Orleans	Kennedy, Henry H.	New Orleans
Collier, Sidney Nolly	New Orleans	*Lawson, Alvin	New Orleans
Comer, Wihelmina	Jacksonville, Fla.	Lombard, Eunice	New Orleans
Davis, Myrtle Marie	New Orleans	Mason, Ella D.	New Orleans
*Davis, Wadsworth	New Orleans	Miller, James Henry	Fort Valley, Ga.
Desomes, Marion	New Orleans	Porter, Dorothy	New Orleans
Dickerson, Margie J.	New Orleans	Robinson, Mercedes E.	Algiers
*Fields, Thelma	New Orleans	*Robinson, Vivian Mary	New Orleans
Foy, Manuel	New Orleans	*Sanders, Dixie Exideia	New Orleans
Freeman, Otha E.	New Orleans	*Simmons, Edna	New Orleans
*Gayler, Dorothy	New Orleans	Simmons, Lillian	New Orleans
*Handy, Zenoma McK. (Mrs.)	New Orleans	Thomas, Benjamin	East St. Louis, Ill.
		Washington, Izetta	New Orleans

*Evening school student.

ENROLLMENT SUMMARY FOR 1939-1940

CLASSIFICATION	MALE			FEMALE			TOTAL		
	Reg- ular	Even- ing	Total	Reg- ular	Even- ing	Total	Reg- ular	Even- ing	Total
Senior	25	1	26	14	19	33	39	20	59
Junior	21	1	22	14	18	32	35	19	54
Sophomore	29	1	30	31	6	37	60	7	67
Freshman	58	1	59	72	72	130	1	131
Unclassified	9	2	11	15	11	26	24	13	37
Total	142	6	148	146	54	200	288	60	348

GEOGRAPHICAL DISTRIBUTION

Alabama	4	Massachusetts	1
Arizona	1	Michigan	3
Arkansas	8	Mississippi	17
California	2	Missouri	3
District of Columbia	2	New Jersey	2
Florida	2	North Carolina	6
Georgia	8	Ohio	1
Illinois	9	Oklahoma	7
Indiana	3	Tennessee	8
Kentucky	3	Texas	11
Louisiana:		Virginia	6
New Orleans	222		
Outside New Orleans	19	TOTAL	348

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